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CHAPTER 1

INTRODUCTION This chapter discusses about; a.) background of the study, b.) statement of problem, c.) objective of the study, d.) significance of the study, e.) the scope of the study, f.) definition of key terms. BACKGROUND OF THE STUDY Speaking is the delivery of language through the mouth. To speak, we make sounds using parts of body, including the tongue, vocal chords, vocal tract, lungs, lips and teeth.

Speaking is one of four **skills that must be** acquired by students. It is important for daily life, example for explaining something, asking for help, complaining to other, introducing Indonesia to foreign by using English, etc. Speaking English fluently also important for school debate competition and making conversation with foreign as the tool of commerce.

According to David Nunan, "Speaking **is an important part of** a foreign language, is measured by the skill to use it on a conversation in that language." (1991 : 39) There are some elements of speaking which must have by students in order to get the goal of speaking as communicative competence. Harmer (2001:269) said that the speech elements ability are; expressive devices, connected speech, grammar and lexis, and negotiation of language.

To master speaking English, the foreign learners have to find ways to practice that they can do by their own. Such as; using voice to text method, talk at a friend, voice – record speaking, video speaking, call – and – response, sing along, using google translate, shadowing, voice journalling, the mimic method or glossika. According to Kayi (2006), teaching speaking is to teach English second language learners to: 1.

Use the language quickly and confidently with few unnatural pauses which is called as fluency 2. Use language as a means of expressing judgments and values. 3. Select appropriate words and sentences according to the proper social setting, situation, audience and subject. 4. Organize their thoughts in a meaningful and logical sequence. 5. Use word and sentence stress, intonation patterns and the rhythm of the second language. 6.

Produce the English speech sounds. However, there are many difficulties faced by the foreign learners. They must consider the appropriate words, the grammar for different occasions and the pronunciation. They have to speak fluently while thinking the correct grammar (Pinter, 2006, as cited in Sudjasmara, 2013).

Zhang (2009) stated that speaking is difficult skill to master for the English foreign language students, and they are still incompetent in interacting orally in English. Students usually feel difficult when they asked to speak English. There are many aspects that makes students get the difficulty when they speaking in English language, such as, limited number of vocabularies, feeling worry of other responses, using first language rather than English, having troubles to pronounce some words, and less confidence in speaking English (Yastutik, 2007).

Saputro (2008, as cited in Sudjasmara, 2013) stated that other factors regarding this issue, the students were nervous and lacked linguistic supports. But among those factors, Brown (2001) said that the main obstacle of difficulty in speaking is anxiety. The students often produce wrong and incomprehensible speech whenever they are nervous.

Consequently, students may tend to be passive and less practice in the class which lead to poor speaking skills. The other factors that becomes student's problems in speaking English are less in motivation to learn speaking English, they feel afraid to make a mistake when they speak English and there is no speaking habit from the teacher.

They may understand what other people say in English but conveying their ideas in English may be still difficult for them. To solve students' difficulties in speaking English, the teacher must be have methods in teaching to fullfil successful speaking activity. The characteristics of successful speaking activity according to Ur (1996:120): (1) Learners talk more.

As much as possible the teachers should allocate more time and opportunities for students to talk; (2) Participation is even. This means that classroom discussions are not dominated by a minority of talkative students, but every student has a chance to speak;

(3) High in motivation. Students are enthusiast to speak because they are interested from topic and got something new to talk about; (4) Acceptable language level.

Students are able to express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. Based on statements above, it is clear that difficulties in speaking English are still encountered by some students (English language learners in this case). Therefore, this study was designed to find out students' difficulties in speaking English they used to overcome.

The researcher took Ur's theory to be analysed, they are nothing to say, inhibition, mother tongue use, and low or uneven participant. And to make successful speaking activity in class, the teacher must have strategies to overcome student's problems. This study also designed to know teacher's strategies to solve students' problems in speaking based on the research finding. The right strategies lead into goals.

Every teacher must have their own strategies to solve their students' problems. The previous studies that discuss about students' problems in speaking is a research entitled Students' Difficulties in Speaking English and Their Strategies to Overcome the Difficulties (Pramuditha, 2015) and The Analysis of Students' Problems on Speaking Skill at SMP Islam Darussalam Dongko (Nadzirotunnuha, 2017).

This study was conducted at Mr. Bob English Course in Pare English Village. For the reasons, the writer very interested took research in Pare English Village because this place is extremely viral. This place is being visited by hundreds or even thousands of people every single month from all over Indonesia and even neighbouring countries such as Malaysia, Singapore, Timor Leste, and Thailand only for studying English. The researcher took Mr. Bob English Course, because Mr.

Bob has well known for good programs and strategies in teaching speaking for beginners. It also has motto "Spesialis Terapi Ngomong Bahasa Inggris+Pendongkrak PD". It challenged researcher to find out the problems faced by Mr. Bob's students who are studying English especially in speaking. Based on the explanation above, the reseacher conducts the research entitled Speaking Problems Encountered by The Intermediate Level Students at Mr.

Bob English Course at Kampung Inggris Pare Kediri. STATEMENTS OF PROBLEM What are the student's problems in speaking encountered by the intermediate level students at Mr. Bob English Course? What the strategies used by teachers to solve the students' problems in speaking encountered by the intermediate level students at Mr.

Bob English Course? OBJECTIVE OF STUDY To describe problems in speaking encountered by the intermediate level students at Mr. Bob English Course To describe what the teacher's strategies did to solve the student's speaking problems encountered by the intermediate level students at Mr. Bob English Course. SIGNIFICANCE OF THE STUDY This research is useful either theoretically and practically.

The significance of this research as follows: Theoretically The writer expects this study able to contribute an understanding the reader's knowledge about the student's problems in speaking English. Hence, the result of this study is expected to help learners knowing the kind of difficulties in speaking so they can understand what should they do to solve it.

Practically 2.1 For the teacher, the writer hopes the research able to be used as reference about students' problems on speaking English. Besides that, the teacher able to know what should the teacher do to solve the student's problems on speaking skill. Finally, teaching and learning speaking skill can be improved and can improve the students speaking ability. 2.2

For students, the writer hopes the research able to give advantages. They can solve their difficulties by the teacher guidance and by their motivation themselves. Finally, they can improve their speaking ability in English language. This thesis focuses on analyze the student's problems on speaking skill and what the teacher should do to solve the student's problems on speaking skill.

The limitation of this research, the researcher focusses on the kind of speaking problems according to Ur (1996), that are; inhibition, nothing to say, low or uneven participation and mother-tongue use. The second is analyzes what the teacher do to solve the students' problem that focused on the speaking problems. SCOPE OF THE STUDY The scope of the study is very useful for the researcher to avoid broad discussion and determine the problems that will be analysed.

The scope of study will be divided into three parts: Scope of time: The study was carried out and applied in 25 periods (25 December 2018 -10 January 2019) Scope of place: The study was applied and carried out in Mr. Bob English Course in Pare Kampung Inggris Jawa Timur. Scope of Subject: The study will deal and discuss "Problems in Speaking Encountered by The Intermediate Level Student In Mr.

Bob English Course & Why do those problems occur?" DEFINITION OF KEY TERMS To avoid misunderstanding in reading this study, the researcher should give the definition of some key terms: Speaking: speaking is the ability to pronounce articulated sounds of

the words to express, and for learners, spoken language is a new medium that must be passed **which a new language is encountered**, practiced, learnt, and understood.

Speaking problem: something difficult in **interactive process of constructing meaning** includes producing, processing, and receiving information.

CHAPTER II

REVIEW OF RELATED LITERATURE The review of related literature is intended to sharpen the theoretical framework and give a brief description of concepts discussed in this study. This chapter presents; a.) Theoretical Description and b.)

Review of Related Studies **THEORETICAL DESCRIPTION** **SPEAKING** Concept of Speaking The thing that makes human is special than other creature is the ability to speak. Speaking is one of the ways to communicate and delivered the message orally. It has important role to interact with other people. According to Brown (1994), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

The form and the meaning of speaking depends on the context, such as the participant themselves, their condition and situation, their collective experiences, the physical environment, and the aims of speaking. In line with this, Nunan (1991) states that for most people, mastering speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Other theorist states speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component (Mead and Rubin 1985). According to Hornby (1990:) defines speaking is make use of words in an ordinary voice. O' Malley (1996:59) speaking is negotiating intended meanings and adjusting one's speech to produce the desire effect on the listener.

Lawtie (2007) states that speaking is fundamental to human communication. Based on several definitions above, it is clear that speaking as an activity of producing word by sound which has meaning, to communicate, and deliver the message to the listener. Speaking has important role in life, because humans are social beings who needs communication with others to gain information in their daily life.

So, speaking skill should be mastered by the speaker if they want to convey the meaning of communication. There are many things that should be paid attention in speaking activity, not only about what is being used, what language is being spoken, but also who is our interlocutor. Elements of Speaking There are several elements that all students must fulfil in speaking, as follows (Burnkart, 1998): Grammar Speaking is the foundation for communication.

When a message is relayed with the correct grammar, it is easier to understand the

purpose and meaning of that message. In order to communicate, a learner should know the grammar of the language. It is important to be able to express yourself, but this should be done in a way that people find easy to understand (Chandra, 2018).

Grammar guideline can help learners develop a habit of thinking reasonably and surely. In Studying grammar while speak, learners are able to become more authentic when using a language. Without good grammar, clear conversation is absurd. Proper grammar keeps learners from being misunderstood while expressing thoughts and ideas. Vocabulary Vocabulary is the key to communicate.

For most learners, the ultimate goal of learning is to be able to communicate in a new language. If learners do not put your full hopes on non-verbal skills, mastering vocabulary is not just important, but also important in a foreign language environment. As the British linguist David A. Wilkins puts it: "without grammar, very little can be said; without vocabulary nothing can be said".

Vocabulary is learned through focused, conscious study, but even more generally indirect through listening and reading, using context clues to find out what it means. However, this kind of incidental learning is only possible if the number of unknown words remains low (Paul, 1990). That is, learners must have a notable vocabulary to be able to learn new words from the context in which they occur.

This is an obvious disadvantage for learners with less vocabulary, but also means that "learners who know more words can use the words they know to learn more" (Keith, 2004). Pronunciation Pronunciation is neglected in the majority of language classrooms. This is how a word or language is spoken. This may refer to generally agreed sequence of sounds used in pronouncing a particular word or language in a specific dialect ("correct pronunciation"), or just the way someone pronounces a certain word or language.

A word can be pronounced in various ways by various individuals or groups, depending on many factors, such as: the duration of exposure to their childhood culture location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education. Fluency Fluency in pronouncing a language means speaking quickly, reasonably easily and without having to pause and stop a lot.

Fluency is defined as able to write and speak quickly or easily in a given language. It comes from the Latin word *fluentem* meaning "to flow." The accent comes from Middle French meaning "a certain way of pronouncing." In the character Latin *accentus* means "a song added to speech." Linguists defining accents only

affecting pronunciation, not vocabulary or grammar.

Rather, a dialect is a language version that affects pronunciation, vocabulary, and grammar and can interfere with understanding. Problems in Speaking There are many theorists that suggest about problem. One of them says that problem will appear if there is inappropriate between exception and reality.

Another definition that a problem will occur if someone's needs are not fulfil. A problem is something that if it arises many people will get dissatisfied. It can create problems and difficulties for themselves or others, and if people get into trouble, they always want to lose it. The problem is the perceived gap between the existing state and the state of desire, or deviation from a norm, status or standard, although most problems turn out to have multiple solutions. Problem is a question asked for solution, anything which is required to be solved or done, or a source of difficulty.

In learning language, every EFL learners have their own difficulties. the researcher takes the theory from Penny Ur (1996) that be classified into four parts that include Psychological problem and language problem. This theory will be simpler to analyze the student's speaking difficulty. Particularly in improving speaking skill is not easy thing for the students.

This research going to conduct the theory from Penny Ur (1996) about fourth problems in speaking skill: Inhibition Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply embarrassed attention that their speech attract.

Inhibition is a condition where a person or student is embarrassed, worried about making mistakes and is afraid of attention that becomes the attraction of their speech (Ur, 1996, p. 121). Others, Kagan et al. (1988), pointed out that inhibition refreshes the temperamental tendency to show alertness, fear, or restraint in response to unfamiliar people, objects, and situations.

These describe that Inhibition is a feeling that makes learner's self-awareness and cannot act in a relaxed and natural way and it is affect to performing their language comprehension. Inhibition is the most crucial in language learning. Speaking activities require students to make eyes contact to the audience, exposure can often make students get stage fright.

They may be also be worried about making mistakes, being criticized or losing face in

front of the rest of the class. This results in their performance where either they make a lot of mistakes in spite of having a very good knowledge in the area or totally keeping silent. The definition above indicate that inhibition is important factor that hinder the students in their language acquisition and should be solved by teachers and students itself. The students with inhibition will be exercising their self-control in speaking English (Brown, 2000a, p. 149).

Meanwhile, students' language ego is very important in the students, speaking perform especially in taking risk. Kurtus (2001) stated, Inhibit speaking comes together with fear of mistakes that occur will be the main reason students are afraid to appear insecure in front of others, then they get annoyed about how others will see them. Inhibition make students unable to do something.

Ur (1996) said that students who are obstructed in their speaking activities are generally afraid of making mistakes, losing face, and afraid of saying or doing something. It really upsets their personalities. This is caused by many factors. There are four factors that caused inhibition; (1) Cognitive factors, such as grammar and vocabulary.

(2) Affective factors, such; lack of motivation, shyness, self-confidence, self-esteem, and language ego. (3) Classroom Interaction. (4) fear of language evaluation. According to Nigg (2000), level of inhibition affected by kinds of inhibition and caused if inhibition itself. Kinds of inhibition are inhibition that related to cognition such as executive inhibition, automatic inhibition of attention, and motivational inhibition more influence language learners than psychopathological inhibition (p. 220).

Meanwhile, Brown (2000) points out that inhibition level is affected by students' language ego and self-esteem. Hence, students with weaker self-esteem will maintain walls of inhibition to protect their selves and neither language ego. High or low inhibition that faced by students will influence their language performance.

Inhibition comes together with psychological factors more influent students in learning process than skill factors. The mental inhibition such lack of learning motivation, self-confidence, anxiety, losing face of correction and shyness more inhibit students in show off their personality even though they have comprehension in language skills such as vocabulary, pronunciation and grammar.

Teacher can support their students to reduce the effect of inhibition in various ways, ways, one of which is by creating good classroom governance, including establishing good relationships between teachers and students. Nothing to say Even they are not inhibited, the learners often complain that they cannot think of anything to say: they

have no motive to express themselves beyond the guilty feeling that they should be speaking. Students sometimes think they have nothing to say on a particular topic.

In reality, they may be bored or feel that the topic is unrelated to anything they know. If so, they will have no motivation to speak other than the fact that they know they have to participate in speaking activities. Students often lack confidence in their speaking ability and feel they have insufficient language skills to express exactly what they want to speak.

Low or uneven participant Students' classroom participation gains great importance in courses where communicative approach methodologies are being used for language teaching. Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by some learners to dominate, while others speak very little or not at all. Mark K.

Smith (2007) elaborates the concept of Participation in learning projects and programmes as the motives for engagement in learning projects are often mixed and can operate at a number of levels. Besides, McGivney (1990) has provided a useful summary of some of the better-known theories which she divides into single strand and composite involve a number of strands.

Participation depends on the extent to which a person has been able to meet a range of primary and secondary needs after and the influence of positive and negative forces (Maslow 1954). For example, as basic primary needs are met, one's economic and social position improves, higher needs are activated, and the balance between negative and positive forces shifts. As a result, people are more prepared to take part in educational activities (Miller 1967).

It is suggested that people are more likely to participate in educational activities where there is some congruence between their perception of themselves, their self-concept and the nature of the education programmed/environment. Classroom participation represents both a theoretical concern for researchers and a practical anxiety for teachers within foreign language learners.

As with theories of second language acquisition, second language learners have explained how students can be participated in classroom activities using several teaching methods such as audio-lingual method and communicative language teaching. Such methods may produce different sorts of student participation because, for example, participating in language drills is not like in small group activity.

Nevertheless, participation in the classroom is an essential part of language learning and students must engage in classroom activities in order to learn the foreign language. This assumption is explicitly formulated in learning theories such as learning by doing (Dewey, 1997) and legitimate peripheral participation (Lave and Wenger, 1991).

The assumption that students should be included and engaged in teaching and learning activities can also be found in pedagogical applications, for example in communicative language teaching and task-based language teaching. Mother tongue use Mother tongue or first language (also known as arterial language or L1) is a language that a person has been exposed to from birth or within the critical period. In some countries, the term native language or mother tongue refers to the language of one's ethnic group rather than one's first language.

Children brought up speaking more than one language can have more than one native language, and be bilingual or multilingual. By contrast, a second language is any language that one speaks other than one's first language. Mother tongue influence on English is very obvious. This manifests in the form of incorrect pronunciation. Pronunciation error may be due to many issues.

Guessing or obscuring the correct form of a word or sentence, or general language disability can be reasons for mispronunciation. The most common reason is transfer or interference from the mother tongue. Generally, spelling errors are caused by differences in sound system and spelling symbols between the mother tongue and English.

The designation "mother tongue" in its general use, is deemed inappropriate on various interpretations that are linguistically biased, especially with regard to bilingual children from ethnic minority groups. Many scholars have defined 'native language' based on common usage, a speaker's emotional connection to language, and even its dominance in relation to the environment.

However, all of three criteria lack precision. For many children whose home language differs from the language of the environment (the 'official' language), it is debatable which language is one's 'native language' (Nigel & Ansaldo, 2010). It is easier for the student to use their mother tongue in their class because it looks naturally.

Therefore, most of the students are not disciplined in using the target language in the learning process. TEACHING SPEAKING Purpose of Teaching Speaking For common EFL learners, speaking is not easy thing to undertake because learning to speak a foreign

language requires more than knowing its grammatical and semantic rules. According to Kayi (2006), teaching speaking is to teach English second language learners to: a.)

Produce the English speech sounds and sound patterns. b.) Use word and sentence stress, intonation patterns and the rhythm of the second language. c.) Select appropriate words and sentences according to the proper social setting, audience, situation and subject major d.) Organize their thoughts in a meaningful and logical sequence. e.) Use language as a means of expressing values and judgments. f.)

Use the language quickly and confidently with few unnatural pauses which is called as fluency. Principles of Teaching Speaking The characteristics of successful speaking activity according to Ur (1996:120): (1) Learners talk a lot. As much as possible the teachers should allocate more time and opportunities for students to talk; (2) Participation is even.

This means that classroom discussions are not dominated by a minority of talkative students, but every student has a chance to speak; (3) Motivation is high. Students are eager to speak because they are interested in the topic and have something new to talk about; (4) Language is of an acceptable level. Students are able to express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Burnkart (1998) stated that a good language learners need to have three areas of knowledge involved within speaking, as follows; (1) Mechanics of language aspects, such as; pronunciation, vocabulary, grammar, and fluency which emphasize on use of right words in the right order with the correct pronunciation, (2) The functions of language that deals with speaking performance in the form of transaction and interaction (e.g.

knowing how to change information and giving the clarity of essential message), (3) The sociocultural norms, such as; turn-taking, rate of speech, length of pauses between speakers, relative roles of participants, understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. The Strategies To Solve Student's Problems In Speaking English Like learners who come from different background, teacher also has different teaching strategies.

Such as methodical planner, flexible teacher responsive, or improviser. An enthusiastic personality may neglect learners' needs: a quieter teacher may be more responsive but also less colorful and memorable. A careful planner may lack the spontaneity and flexibility necessary to respond to learners' needs, while improvised lesson may be chaotic or lack clarity and focus (Haldfield&Charles, 2008).

It means that teacher should have times to explain and give information to the students and other times to encourage students to solve their problem. According to Juhana (2012:101), the strategies to solve students' problems in speaking, between teacher and students should there are chemistry and the teacher should build the students concentration and good atmosphere in the class, so the students will feel comfortable when they speak English.

Like the suggestion from Zua (20018) in Juhana (2012:101) to overcome the feeling fear mistake. First, the emotional between teacher and students should be built. It's mean that the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, the teacher should improve the students' concentration when learning English.

The last, the teacher should create a harmonious atmosphere that can reduce students' problem. In terms of the strategy to overcome shyness, the teacher should create the good way to solve the students' shyness. Peace (2011) in Juhana (2012:101) says that it is urgent that teacher creates a friendly and open classroom environment.

By doing this way, students' shy are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. Students' anxiety when they speaking can be solve by giving motivation the students and create an ease environment.

According to Keramida (2009) in Juhana (2012:102), motivating the students and creating a comfortable environment in the classroom is important for teachers to pay attention to because it can reduce student anxiety, increase self-confidence, and encourage the will to communicate.. The solution to solve the students' lack of confidence, Ye Htwe (2007) in Juhana (2012:102) shares the strategy to build students' confidence.

He says that maximizing students' exposure to English is a good way to build the students' confidence. The strategy to solve the students' lack of motivation, teacher can do activities like promoting students' awareness the importance of English, enhancing students' interest in English, and developing their self-confidence.

Aftat (2008) in Juhana (2012:103) suggest that to encourage the students' motivation, teachers should provide constant encouragement and support as well ask question that reveal the basis of a students' problems. Doing this becomes very important, because encouragement also gives students a feeling of secure and welcome in their learning.

Besides the theory above, here presented the other theory about solving for speaking problems. According to Penny Ur (1996), there are some solving that can the teacher do to solve the speaking problems. Those are: Use group work This increases the amount of student talk that occurs in a limited period of time and also decreases the barriers to students who do not want to speak in front of a class..

It is true that group work means the teacher cannot supervise all the speech of the learners, so not all speech will be correct, and learners can sometimes slip into their native language; however, even taking into account the occasional error and use of mother tongue, the amount of time remaining for verbal practice is positive and useful is still likely to be far more than in the full-class set-up.

Base the activity on easy language In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts. Make a careful choice of topic and task to stimulate interest.

On the whole, the clearer the purpose of the discussion the more motivated participants are able to see. Give some instruction or training in discussion skills If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each who will regulate participation.

Keep students speaking the target language You could designate one of the groups as the supervisor, whose job it is to remind participants to use the target language, and perhaps to report later to the teacher how well the group is maintaining it. Even if there is no actual penalty, the awareness that someone is monitoring such deviations helps participants to be more careful. However, when all is said and done, the best way to keep students speaking the target language is simply to be there yourself as much as possible, reminding them and modeling the language use yourself; there is no substitute for nagging.

Nguyen Hoang Tuan and Tran Ngoc Mai (2015) give the suggestion to solve the students' speaking difficulty based on their study at Le Than Hien High School. They give the suggestion for the teacher and the students as follows; As for the teachers, they should first improve the performance conditions by giving their students time to prepare for a speaking task, teaching the students how to use mind map to generate

ideas and giving students enough time to perform their tasks.

Secondly, they should help their students to overcome barriers and shyness by having friendly, helpful and cooperative behaviors to make students feel comfortable when speaking in class, reminding students not to worry about making mistakes and giving them clear instructions and adequate guidance. Thirdly, the teacher should personalize and simplify the topics in the textbook to make them easier, more interesting and relevant to their lives.

Moreover, speaking skills should be included in tests and exams because the students will be more motivated to learn speaking skills because they are tested. Another suggestion is that the teachers should give students more opportunities to speak English in class by using some speaking activities that require students to speak.

Furthermore, the teachers should decide carefully when and how to correct the students' mistakes so that the students are not fearful of making mistakes and the flow of the student's conversation is not destroyed. In addition, the teacher should encourage students to participate in speaking activities. Finally, the teachers should create an English speaking environment by encouraging the students to use English in the classroom to make it a habit, letting them watching films or videos in English and the teachers should also use English in the classroom frequently so that the students have more exposure to the language.

As for the students, they should first understand the importance of speaking skills. Their awareness of their studies may result in their motivation for learning. Secondly, they should practice speaking English outside the classroom more often by doing the speaking tasks in the textbook at home with their classmates, joining speaking club where they can use English to communicate and speaking on their own in front of a mirror.

Finally, they should use English in the class instead of their mother tongue to make it a habit.

REVIEW OF RELATED STUDIES In this chapter, the researcher took four review of related studies that conduct the same topic. student's speaking difficulties at the school or university.

The first, researcher took the thesis entitled Student's Difficulties in Speaking English and Their Strategies to Overcome the Difficulties that written by Pramuditha (2015). This research was conducted to identify the English speaking difficulties faced by students and to find the strategies they used to overcome these difficulties. This study applies a descriptive qualitative method that involves 30 students of 12th grade majoring

software engineering (SE) at a vocational school in Bandung.

The data were obtained through questionnaire, interview, and classroom observations. The results of this study indicate that students have problems speaking English, namely lack of grammatical understanding, lack of vocabulary, incorrect pronunciation, fear of other responses, nervousness, fear of being wrong, lack of confidence, and embarrassment.

The strategies they use to overcome adversity are asking for help, trying to recombine sentences in new patterns, using gestures, taking risks, keeping quiet, thinking positively, taking deep breaths, and smiling / laughing. It can be concluded that students still have difficulty speaking English. The second related study is the thesis from Nadzirotunnuha (2017), entitled The Analysis of Students' Problems on Speaking Skill at SMP Islam Darussalam Dongko.

According to this thesis, speaking seems to be the most important skills of all the four skills because people who know a language are usually referred to as speakers of that language. In reality, speaking is the most difficult skill. The students face many problems at the speaking skill. Inhibition, nothing to say, low or uneven participation, and mother tongue use are the kind of students' speaking problems.

The result showed that the common problems on speaking was mother tongue use especially on the aspect of students feel that mother tongue is easier. This problem caused the other speaking problems happened, like inhibitions, nothing to say, and low or uneven participations. Based on the problems, the teachers have some ways to solve the speaking problems.

For inhibition, the teacher asked the students to feel confidence when they are doing speaking by giving reward. For nothing to say, the teachers give the topic that suitable to the students and give the base concept at the beginning of learning. For low or uneven participation, the teacher gives the same opportunity to all students and make a small dynamic group.

For mother tongue use, the teacher the teachers habituating the students to speak English, don't give too difficult and too many topics, and change the students' mindset that English is not difficult. The third related of study is a research entitled Speaking Difficulties Encountered by Young EFL Learners written by Hosni (2014).

According to this journal, speaking is the active use of language to express meaning, and for learners, spoken language is the medium in which new language is discovered,

practiced, learned, and understood. Rather than oral skills being only one aspect of language learning, the spoken form in students' classroom acts as the main source of language learning..

However, speaking problems can be a major challenge to effective foreign language learning and communication. English as a foreign language (EFL) students, no matter how much they know about English, still face many speaking difficulties. Many studies have shown that the development of spoken language has been largely neglected in the classroom, and most of the time, spoken language in the classroom is used more by teachers than by students..

However, spoken language, even as used by teachers, almost never serves as a means for students to acquire knowledge and explore ideas. To develop knowledge for dealing with oral communication problems in an EFL context, the researcher first needs to know the true nature of the problem and the circumstances in which the 'problem' is constructed.. This journal has the same topic to discuss with researcher's topic, but with different context.

The last study that related with researcher's study is entitled, Speaking Problems Faced by The English Department Students of Syiah Kuala University written by Heriansyah (2015). This paper discusses the difficulties and causes perceived by English Department students of Syiah Kuala University in learning speaking and the efforts made by them to overcome their difficulties. From observations and interviews, this study revealed that all students experienced various difficulties in speaking English.

A common problem students face is 'lack of vocabulary', whereas 'fear of making mistakes' is the main cause of problems that prevent them from speaking. The students have tried to overcome their problems in learning to speak, but their efforts have not been much and successful. There are several previous studies which have been conducted to find out students' problems and the solutions to solve the problems.

In this research, the research use an experimental qualitative research in which students problems and the teacher's solutions to solve the problems. Therefore, based on the several previous study above, it give the researcher more prove that students' problems is still encountered by majority English foreign learners. For the differences, in this research, researcher focusses on speaking problems that encountered by intermediate level students at Mr.

Bob English course in Pare kampung Inggris and researcher also find out how the teacher solve students problem.

CHAPTER III

RESEARCH METHODOLOGY This chapter discusses the methodology used in the study. This chapter includes 1.) identification of the research variable, 2.) research design, 3.) site and respondents, 4.) data collection method, and 5.) data analysis. **IDENTIFICATION OF THE RESEARCH VARIABLE** There are two kinds of variables.

They are **independent and dependent variable** as the focus of this research. According to Johnston and Vanderstoep (2009:107), independent variables are variables that are **systematically controlled by the research** to determine the variable's effect on the outcome (dependent variable). In experimental research, we refer to independent variables as factors.

A factor is an independent variable controlled by the researcher. It means that **independent variable is the** controlled variable. In this **research, the independent variable is** students problems. **The dependent variable is** what is measured by the observation, test, survey (Johnston&Vanderstoep, 2009: 108).

It means that the dependent variable of this research is the solution that given by the teacher, which is every teacher has their own solution to solve their student's problems. **RESEARCH DESIGN** This study uses a descriptive qualitative method to obtain the data and **to answer the research** questions. This method was used because this study was addressed to certain situation that actually happened to the subject of the study, which was speaking English problems encountered by students of **Mr. Bob English course** in Pare and the reasons why the problems occur. The finding **of this study was** explored using this method.

This method proposes deep insight to tell the speaking issue encountered by the respondents (Maxwell, 1996). Through this method, the research questions were able to be answered by obtaining the data from the students' perspective by using questionnaire and interview. To get deeper data, the classroom observations were done.

Since the data of this study would be described by using words rather than numbers, the descriptive qualitative method was the most appropriate one for this study. **SITE AND RESPONDENTS** **This study was conducted** at **Mr. Bob English Course** in Pare. The reasons of choosing this course were, first, the writer interested took research in Pare English Village because this place is extremely viral.

This place is being visited by hundreds or even thousands of people every single month from all over Indonesia and even neighbouring country such as Malaysia, Singapore, Timor Leste, and Thailand only for studying English. The second, researcher took **Mr.**

Bob English Course because Mr. Bob well known have a good programs and strategies in teaching speaking for beginner. It also has motto "Spesialis Terapi Ngomong Bahasa Inggris+Pendongkrak PD".

It is challenging researcher **to find out the problems faced by** Mr. Bob's students who are studying English Speaking. In order to get the necessary data, the amounts of 20 students of intermediate level, spesifically at speak up 2 class in 25th periods of December, were selected **to be the respondents of** this study to fill the questionnaire.

RESEARCH INSTRUMENT OF DATA COLLECTION Instrument is methodological research tool used in research **to collect the data.** The instrument which is used in this thesis is questionnaire and interview guide. Questionnaire In this research, the researcher uses questionnaire because by using questionnaire, the answer will be well organized.

In this case, questionnaire is used to answer what is problems in speaking encountered by the intermediate level student at Mr. Bob English Course, and why do the problem encountered by the intermediate level students at Mr.Bob Kampung Inggris Pare kediri occur. **According to Nasution, questionnaire is a research tool in a form of questions list to gather information from the respondents.**

In **addition, there are three kinds of questionnaire: From the style to answer; 1.)** Opened-questionnaire, which gives respondents **the opportunity to answer by their own words. 2.)** Closed-questionnaire, which the answer has been prepared by the researcher, and the respondents just choose it. **From the given answer; 1.)**

Direct questionnaire means the respondents answer about their own selves. 2.) Indirect questionnaire means the respondents answer about the others. From the form of questionnaire; 1.) Multiple choice questionnaires mean closed-questionnaire. 2.) Essay questionnaire means opened-questionnaire. 3.) Check list, a list, which the respondents give the check mark () on available column. 4.) Rating scale is a statement followed by columns which show the rating.

For **example, start very agree until very disagree.** In this study, researchers used a closed direct questionnaire. Researchers used a checklist questionnaire **to gather information about** their behavior or problems speaking English and why these problems occurred. Researchers distribute questionnaires to students. Then the researchers calculated, questionnaires and percentages..

Interview guide The researcher uses interview guide to get information about teacher's strategy when she knew her student's problem in speaking. **Interview refers to a dialog**

which has been done by the researcher to get the information from the interviewer respondents. After getting the data from questionnaire, the researcher conducted interview to get the information about the speaking problems is really happened on the class that the teacher teach or not and to get the information about what the teacher do to solve the students' speaking problem.

The questions for interview is based on the percentage data that got from questionnaire. In this research, the researcher interviews the teacher of intermediate class at Mr. Bob. Documentation Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Bowen, 2009).

Rubrics can also be used to assess or document scores. There are three main document types (O'Leary, 2014): Public Records: The official, ongoing records of an organization's activities. Examples include student transcripts, mission statements, annual reports, policy manuals, student handbooks, strategic plans, and syllabi.

Personal Documents: First-person accounts of an individual's actions, experiences, and beliefs. Examples include e-mail, scrapbooks, blogs, calendar, Facebook posts, journals, and newspapers. Physical Evidence: Physical objects found within the study setting (often called artifacts). Examples include flyers, posters, agendas, handbooks, and training materials.

In this thesis, researcher using physical evidence as document in data collection. Researcher take a picture as a physical objects when the respondents being interviewed and filled the questioner. DATA ANALYSIS TECHNIQUE The data analysis from this research is following: Distributing questionnaire to 25% from the total students to answer the questionnaire Identifying the result of the questionnaire Doing interview to the teacher about how to solve students' problems in speaking English based on the percentage that gotten from the quisioner. Describing the result of the interview Analyzing the data after being identified to the percentage.

Percentage is rate of something expressed as if it is part of a total which is 100. In this research the percentage used to calculate how many students get problems in speaking English. To get the percentage of each item questionnaire, the researcher used the formula as stated below: $P = \frac{f}{n} \times 100\%$

Where: P = the percentage of students' problems F = the number of frequency of the respondent answer N = the number of respondent This formula is only used to know

the percentage, but overall this study uses qualitative approach.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION The findings in this study are discussed in relevance to the statements of problems mentioned in chapter I, there are: (1) Problems in Speaking Faced by The Intermediate Level Student In Mr. Bob English Course (2) The causes of speaking problems faced by the intermediate level students in Mr. Bob English Course.

Each of findings described and provided with supporting data. The following section presented details findings of the study. From the questionnaire that distributed to all students of intermediate level in Mr. Bob English Course, the researcher can get the data what kind of the students' speaking problem and how many percent students that have the speaking problem.

From the interview, researcher can get the data about the reasons why problems of speaking occurs. The speaking problems faced by Mr. Bob English course in intermediate class Inhibition The most common problem encountered by the learner in the language acquisition process is learner inhibition. Inhibition refers to a temperamental tendency to display wariness, fearfulness, or restrain in response to unfamiliar people, objects, and situations.

There are some factors that cause inhibition, such as lack of motivation, shyness, self-confidence, self-esteem, and language ego. There are also levels of inhibition, it refers to kinds of inhibition and caused of inhibition itself. Teacher can support their students to reduce their inhibition effect by many ways, one of them by creating good classroom management including establishing good rapport between teacher and learners. NO_SPEAKING PROBLEM _ INTENSITY _ _ NEVER_SELDOM _OFTEN _1. _Worry about making mistakes _0% _45% _55% _2.

_Worry about making mistakes in vocabulary use _15% _55% _30% _3. _Worry about making mistakes in grammar _10% _80% _10% _4. _Worry about making mistakes in pronunciation _15% _65% _20% _5. _Worry about making mistakes in body language _40% _40% _20% _4. _Worry for getting criticism _30% _60% _10% _5.

_Feeling shy _0% _60% _40% _ _ Inhibit to speak come together with fear of mistakes that will become the primary reason that students are afraid of looking unwise in front of other people, then they are disturbed about how other will see them. Inhibition makes students cannot do something. The data from the quisioner above shows students' problems in relation with inhibition are, no one never feeling worry about

making mistakes in speaking English, but 45% students sometimes feeling worry and the other 55% more often worry about making mistakes.

From the data, the researcher finds out that the students often feeling worry about making mistakes in speaking English and no one never worry about making mistakes. It means that worry about making mistakes becoming majority of speaking problem. There are four categories in worry about making mistakes, the first, is worry about making mistakes in vocabulary use, which is 15% students feels confident with their vocabulary use, 55% students seldom feeling worry with their vocabulary use, and the other 30% students are often feeling worry with their vocabulary use.

The seconds, is worry about making mistakes in grammar, which is only 10% students feels confident with their speaking without worry about grammatical errors, 10% students often feeling worry, and the other 80% students are seldom feeling worry of making mistakes in grammar. The third, is worry about making mistakes in pronunciation, which is 15% students are never feeling worry, 65% students are seldom feeling worry, and the rest of 20% students are often feeling worry of making mistakes in pronunciation.

And the last, is worry about making mistakes in body language, which is 40% students are never feeling worry, 40% students are seldom feeling worry, and only 20% students are often feeling worry of making mistakes in body language. Worry for getting criticism is also becoming one of several causes of inhibition. From the data above, the majority about 60% students seldom worry about getting criticism and only 10% students who are often worry getting criticism.

And the rest 30% students is very good because they are never worry for getting criticism. The researcher takes conclusion from the data, that the students who are never worry getting criticism are less than the students who are worry for getting criticism. Still, the worrying about being criticized becomes speaking problem for majority students.

Inhibition is condition which someone or students are losing face or feeling shy. From the data above, no one students who never feeling shy to express their feeling, their thought, through speaking second language. And the rest of 60% students sometimes feeling shy and 40% often feeling shy when they are speaking second language.

It means that all students that become respondents still feeling shy when they are not speaking their mother language. Nothing to say NO _ SPEAKING PROBLEM _ INTENSITY _ _ _ NEVER _ SELDOM _ OFTEN _ 1. _Lack of topical knowledge _5% _65% _30% _ 2.

_Do not have motivation to express themselves _45% _45% _10% _ _ Students often lack confidence in their speaking ability and feel they have insufficient language skills to express exactly what they want to say.

From the data above, 5% students believes that they never lack of topical knowledge, it means that they are speak fluently with their plentiful topical knowledge. But that is only 5%, the rest of 65% students are seldom feeling lack of topical knowledge and 30% students are often feeling lack of topical knowledge. It means that still, lack of topical knowledge becomes problem of speaking for majority learners, and only 5% students who never feels lack of topical knowledge.

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of foreign language learning. The data shows 45% students never have problem in motivation to express themselves. They feels full of motivation in learning speaking English and they never have problems to express themselves.

45% students sometimes feel do not have motivation to express themselves. It means the amount of students who are never have problem with motivation and students who are seldom have problem with motivation, have the same percentages. And the rest, only 5% students who are often do not have motivation to express themselves.

Low or uneven participation NO _ SPEAKING PROBLEM _ INTENSITY _ _ _ NEVER
_SELDOM _OFTEN _1. _Low or uneven participation _10% _65% _25% _ _ Participation depends on the extent to which a person has been able to meet a range of primary and secondary needs after and the influence of positive and negative forces. From the data, the researcher finds out about 10% students are never being low or uneven participation.

But, about 65% students are sometimes being low or uneven participation and 25% students are often being low or uneven participation. The data shows that there are two kinds of students, active and passive. About 10% students are active, 65% of it sometimes can be active or passive, and the rest, 25% students are positively passive.

It shows that low or uneven participation still become problem in speaking secondary language. Mother tongue use NO _ SPEAKING PROBLEM _ INTENSITY _ _ _ NEVER
_SELDOM _OFTEN _1. _Use mother tongue to express themselves _5% _50% _45% _2.
_Use mother tongue is easier _10% _45% _45% _ _ Mother tongue influence on English is very obvious. This manifests in the form of incorrect pronunciation.

Pronunciation error **may be due to** many issues. The research data shows, about 5% students never use mother tongue to express themselves, they speak fluently English without using their first language. About 50% of students seldom use mother tongue to express themselves and the rest, 45% of students often use mother tongue to express themselves.

It means that the students who are using mother tongue to express themselves are domineering than the students who never use mother tongue in speaking. **It can be concluded that** uses mother tongue to express students' feeling is still become students' problem. From the data above, only 10% students are not using mother tongue **because it is easier**, and the domineering students about 45% students sometimes using mother tongue **because it is easier**, and the rest, about 45% often **using mother tongue in** their speaking **because it is easier** than the secondary language.

The solving problems in speaking by the teacher of intermediate class at Mr. Bob English Learning The research findings at point one shows the kinds of the students' speaking problems encountered by intermediate students at **Mr. Bob English course**. Based on the study, the students faced all kinds of speaking problem. These problems **should be solved by** the English teacher.

The researcher conducted the interview to Intermediate class teacher at Mr. Bob English course, to get the validity that the students' encounter speaking problems like the data above or not and **to get the information** about what the teacher do to solve the students' speaking problems. The data about the teacher do to solve the students' speaking problem as follows: Inhibition The first problem is inhibition.

When the students try to speak **in a foreign language in the classroom, they are often inhibited** or shy in speaking English. They are worried to make mistakes, fearful of criticism. From the interview that was conducted by researcher, the teacher said that the students face the inhibition. The students often **worry about making mistakes and** getting criticism from their friends or their teacher.

When one of the students doing speaking in the front of class, the other friend laugh, it make the students feel not confidence and feel shy. According to the teacher, Shyness is an emotional thing that many students felt at sometime when they are required to speak in English class. The students often felt shy when trying to say something in **English in the classroom** activity.

They rarely spoke English; they only listened to their teacher and their friends because they hesitated to speak. They felt ashamed **to speak in front of** their friends when each

of them was looking at them. Therefore, they got difficulty to speak English. From the interview with the teacher, building self-confidence could be the best solution to solve inhibition problems.

"Self-confidence was very important for the students to show their performance in front of the class. If they firstly believed that they could do the tasks, the self-confidence would appear to motivate them in achieving and finishing the tasks. That was one of the keys to become successful in learning speaking.

The finding showed that the students tried to build their self-confidence to speak English without worrying that they would make mistakes." Beside that, the teacher also said, to solving when the students encounter speaking problem of inhibition, the teacher make grouping activity. "Through grouping activity, the learners who are feel inhibited can express their though or feeling to other.

Moreover, in grouping activity the students will get more chance to speak than they learn individually. In this activity the teacher cannot dominate the class and it means that the students will be doing more. Discussion is identically designed to solve problems about related topics that students are facing with.

Linked to that opinion, under discussion, students can share their though and ideas to other without depressed and shy. In this activity, the students who inhibit can ask their friends about their problems' solution." Nothing to say From the interview, The teacher said that the feeling of panic can arise as one's desperately search for the right words yet this usually causes that mental block of appropriate topics to talk about. It has a tendency to happen when we aren't so familiar with a certain person or group of people.

In the interview, the researcher asked why students encounter difficults to say words in their mind, the teacher answer that, "When you're thrown into a conversation before common ground has been found, it can be difficult to keep the interaction going in a smooth and natural way because we're not entirely confident of what and what not to talk about."

The teacher also said that the students are often complaining that they cannot think anything to say and they have no motivation to express themselves. The students have nothing to express maybe because the teacher choses a topic which is not suitable for them or about which they know very little. They have the difficulty to answer when the teacher asks them to say something in a foreign language.

To solve this problem, the teacher explains that she providing familiar topic as solution students' problem in speaking. "I usually providing familiar topic to the intermediate students who have limited background knowledge. With familiar topic, the students were likely to remember the information that they were already familiar with.

In this situation, the lecturer was expected to provide them with examples from the students' life, current events, or popular culture". Beside that, to solve students' problem in this case, the teacher also using rephrase what the students have said as a technique. "A good technique in this case, is to rephrase what the students have said.

This not only shows that you're interested and listening to what they have to say, but it also gives them the opportunity to make a difference or be excited to tell you more because of your interest. By repeating what they said or asking for clarification, you create a sense of attraction and rapport." Low or uneven participation From the interview, the teacher said that in a large group, usually each student will have very little talking time because only one participant is dominating so that the others can only hear him or her.

There is a tendency of some learners to dominate while others speak very little or not at all. According to the teacher, to solve this problem, the teacher providing interesting teaching and learning activities to make all the students active in the class. It can be playing games that related to the material. "low or uneven participation is often happen when the class is boring.

The boring class will bringing bad mood for the students to active in class. To makes class alive, I usually give some games to make them spirit and happy. Because I believe, when we are doing something happily, brains will have good response". Mother tongue use From interview, the teacher said that when all or a number of students share the same mother-tongue, they tend to use it because it is easier for them. There are some reasons why the students use mother- tongue in class.

Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, they use the first language to explain something to another if there is no encouragement from the teachers.

Finally, if teachers frequently use the students' language, the students will feel comfortable to do it. To solve the use of mother tongue in speaking, the teacher creating exposure of English by setting English speaking area, asking the students to

listen to the English songs and to watch English movies, speeches, conference, etc. "to solve the use of mother tongue in speaking, I made English speaking area.

Where the students must speaking English when they are in the area. If they do not speaking English in that area, they will gets punishment. It will be a good solution, because this area will force the students to keep practicing speaking English." According to the teacher, in order to avoid the use of mother tongue, the teacher provided with a certain agreed English speaking area because it could become an important factor to habituate the students to keep speaking English.

In the other words, setting the environment to be a place where English had to be spoken would facilitate the students to practice speaking English as frequently as possible. Therefore, the students and the lecturer could apply English speaking area

CHAPTER V

CONCLUSIONS AND SUGGESTIONS CONCLUSIONS Based on the results of quisioner about students' speaking problems entountered by Intermediate class at Mr.

Bob English course, the researcher conclude that 10% students never, 55% students seldom, and 35% students often face inhibition, 25% students never, 55% students seldom, and 20% students often face nothing to say, 10% students never, 65% students seldom, and 25% students face low or uneven participation, and the last 7.5% students never, 47.7% students seldom, and 45% students often face the use of mother tongue in speaking secondary language.

Based on the results of the interview with the teacher of intermediate class at Mr. Bob English Course about how to solve the speaking problems based on the quisioner, the researcher concluded that to solve 'inhibition' are building self-confidence and make grouping activity, to solve 'nothing to say' are providing familiar topic and rephrase what the students have said, to solve low and uneven participation are providing interesting teaching and learning activities, and the last to solve 'the use of mother tongue' is creating exposure of English by setting English speaking area, asking the students to listen to the English songs and to watch English movies, speeches, conference, etc.

SUGGESTIONS For the students The students have to understand that speaking is important. So, the students should improve their speaking ability by doing speaking more often or make a speaking activity as a habit. Watching movie and listening western songs could be enjoyable activities that will improve English speaking skill indirectly.

The students also should change their mindset that English is difficult. It will make the students motivated to learn more about English language, especially on speaking skill. For the teachers Making students speak more English in the classroom is not only a matter of "forcing" them to speak.

This demands good preparation of proper material and implementation must be progressive and systematic which demands more teacher's workload. For English teachers, they should always guide the students' speaking activity by always giving motivation and habituating the students to often speak by using English language.

The teachers also should give the best solving when the students face the problem especially the speaking skill, so that the students' speaking ability will be improved. For the next researcher This research is far from the perfectness, so for other researcher should to prepare well before and during the research. The other researcher also can

conduct the research about the analyzing specific techniques or strategies at Mr.

Bob English Course to solving students' problems in speaking, so that all of the students' problems on English lesson can be analyze and can be solved. Another suggestion for other researcher, if you want to interview or asking the students to fill the quisioner, give them little reward. It has good impact for your finding, because your respondents are happy to answer.

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